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AUTHOR Altbach, Philip G.; Kelly, David H.
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ABSTRACT

This bibliogaphy provides references about a set of topics concerning the relationships between international development and the foreign student. The focus is on not only the contributions of foreign students to the social and economic development of their home countries, but also concerns related to issues of curriculum, re-entry problems, and the nature of the programs and experiences of developing nation students in the industrialized nations. The sections of the bibliography include: general, curriculum, attitudes, re-entry, and brain-drain. (DB)

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National Association for Foreign Student Affairs

EDUCATION FOR INTERNATIONAL DEVELOPMENT

International Development and the Foreign Student: A Select Bibliography

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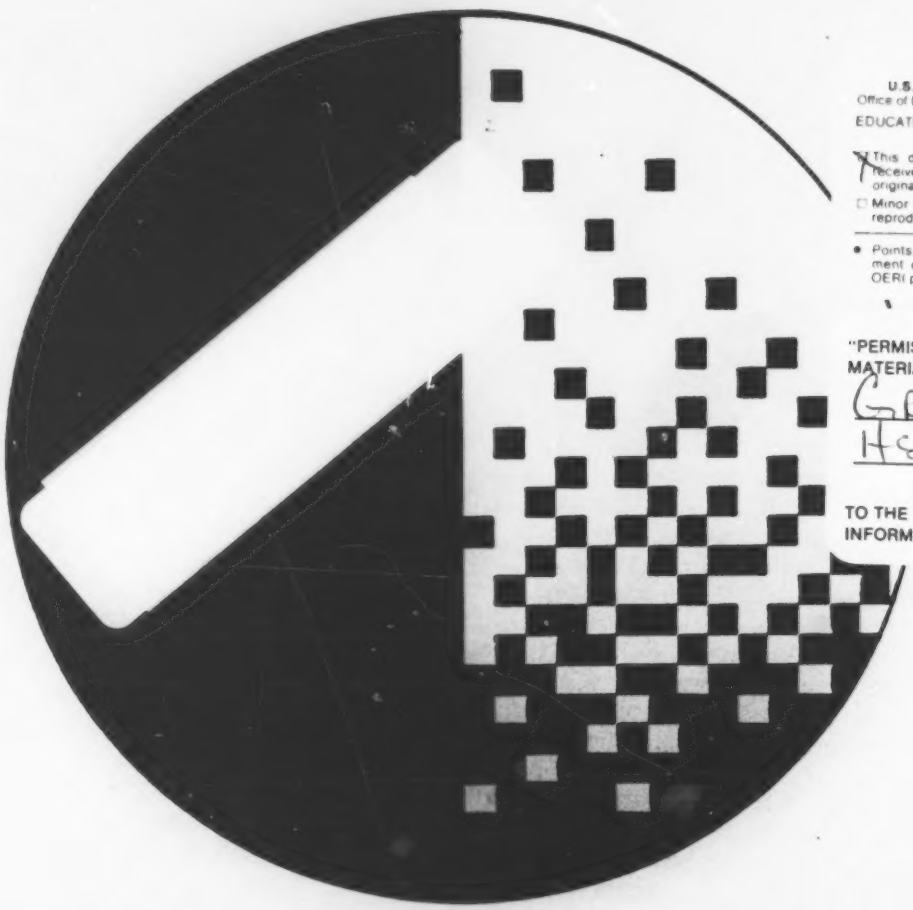

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The National Association for Foreign Student Affairs (NAFSA) was founded in 1948 with the cooperation of academic institutions and government and private agencies to develop the knowledge and competence of persons concerned with international education. Its goal is the most effective operation of international educational interchange in an effort to assure maximum benefits for individuals, institutions and society. The Association serves as a source of professional training, as a guide to standards of performance, and as a voice for international educational exchange programs in governmental and educational circles. NAFSA membership has expanded in recent years to nearly 5,000 professionals and volunteers at over 1300 institutions which enroll 80% of the foreign students in the U.S.

As the NAFSA network has grown, its members have become more influential in communicating the important emphases and objectives related to the U.S. education of foreign students. The transfer of skills and knowledge, the implications of economic interdependence, and the long-term political and economic ties with developing countries are increasingly critical to NAFSAns and others in the field of international education. Where NAFSA believes it has been especially successful in its 35 years is in keeping these ideas in the forefront of its programming at the regional and national levels, and in involving a diverse constituency of individuals involved in educational interchange. One of the many ways that NAFSA has achieved this goal over the years has been through developing effective communication among governmental agencies, educational institutions, and public and private organizations.

INTERNATIONAL DEVELOPMENT AND THE FOREIGN STUDENT: A SELECT BIBLIOGRAPHY

Philip G. Altbach and David H. Kelly

Introduction

The Education for International Development Program of the National Association for Foreign Student Affairs (NAFSA) has completed in the last few years a major research study on the needs of foreign students, a practical training feasibility study and a survey of management skills training at U.S. engineering institutions. These studies constitute a valuable contribution to the body of knowledge in international educational exchange and highlight the need to encourage as much research activity as possible. This bibliographic project is an attempt to promote more effective research, seminars, presentations and publications on issues affecting the academic and technical training of students from the developing world. A grant from the Agency for International Development made NAFSA's cooperation possible in this select bibliography and in the larger bibliography on foreign student issues of which this is a part.

This select bibliography is intended to provide key references on an important set of topics concerning the relationships between international development and the foreign student. Our concern is not only with the specific contribution of the foreign student to the social and economic development of his or her home country, but also with related issues of curriculum, re-entry problems, and with the nature of the programs and experiences of Third World students in the industrialized nations. This bibliography is concerned with attitudes as much as with specific results. The contribution to socio-economic development is the result of many factors, including the nature of the educational experience in the host country, the nature of the exchange program and of the specific curricular experiences involved, the set of attitudes of the student toward both the host country and the process of development and, of course, to such matters as the 'brain drain.' We have tried to present as broad a perspective as possible, in part due to the difficulties in separating the key factors involved in development.

The literature on foreign students is varied, but it is also concentrated in several fairly narrow areas. Much research has been carried out on such topics as the attitudes and adjustment problems of foreign students in the United States and on the problems of non-return of foreign students (the 'brain drain'). Many other important issues, such as the curriculum and its relation to development, the relevance of study in the industrialized nations to Third World students and others, have received scant attention from scholars and analysts. Thus, this select bibliography reflects both the strengths and weaknesses of the literature and suggests 'education for international development' topics deserving of more systematic study.

This bibliography is part of an ongoing bibliographical effort funded by the Exxon Educational Foundation, the National Association for Foreign Student Affairs and the Institute of International Education. The final bibliographical volume, which will include some 3,000 references to materials on foreign students covering a broad range of topics, will be published by Praeger Publishers in 1985. A longer bibliography, although highly selective, may be found in the May, 1984 issue of the Comparative Education Review, a special edition on foreign students.

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